

A Survey of Innovative General Education Assessments

Examples of Collaboration, Cooperation, Coordination

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Outline

- 1 University of Dayton: *SLO's* → *Cocurricular Assessment*
 - University of Dayton Common Academic Program
 - Rubric-based Assessment System
- 2 Simpson College: {*Cocurriculum*} ⊂ {*Curriculum*}
- 3 University of North Dakota:
{*Senior Assessment*} ⊂ {*Extracurriculum*}
- 4 Common Themes

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Common Academic Program

In 2010, the University of Dayton approved and began implementing its Common Academic Program.

- CAP Requirements
- CAP Components

Student Learning Outcomes of the Common Academic Program

The Learning Outcomes of Dayton's CAP are represented as...

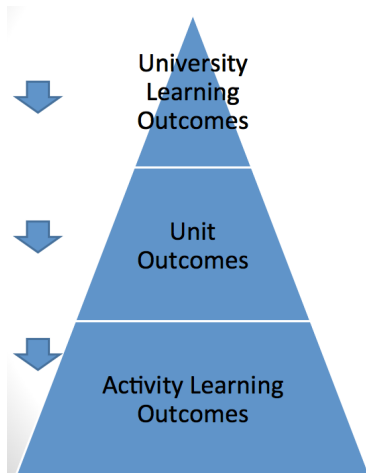
Habits of Inquiry

- Scholarship
- Faith Traditions
- Diversity
- Community
- Practical Wisdom
- Critical Evaluation of Our Times
- Vocation

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Developing Activity Learning Outcomes



Rubric Development

The behavior of and artifacts produced by each student involved with a co-curricular project is rated via a 0-3 rubric composed of one or more criteria designed to measure a University Learning Outcome.

CRITERIA/ARTIFACT	Unacceptable(0)	Developing (1)	Competent (2)	Exemplary (3)
Collaboration <i>Artifact:</i>	Does not make productive, discerning, or creative contributions to groups.	Makes productive, discerning, or creative contributions to groups.	Contributions to groups are productive, discerning, and creative. Demonstrates effective communication skills (formats may include written, oral, non-verbal, artistic, mathematical, or others)	Contributions to groups are productive, discerning, and creative and are exemplary in it at least one of these areas. Demonstrates exemplary communication skills (formats may include written, oral, nonverbal, artistic, mathematical, or others).
Common Purpose <i>Artifact:</i>	Does not express awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences.	Respectfully expresses awareness and acceptance of differences. Collaborates with persons from multiple backgrounds and perspectives. Contributes to group formation of common purposes/values.	Respectfully and productively addresses differences. Collaborates with persons from multiple backgrounds and perspectives. Facilitates group formation of common purposes/values.
Resolving Conflicts <i>Artifact:</i>	Does not recognize conflict or controversy and/or addresses conflict or controversy uncivily.	Recognizes and civilly addresses conflict or controversy.	Recognizes and civilly remains engaged with conflict or controversy. Forms mutual peaceful resolutions and promotes reconciliation	Recognize and civilly remain engaged with conflict or controversy. Forms mutual peaceful resolutions that promote reconciliation and form the basis for future collaboration.

Example: Special Interest Housing

Special Interest Housing is a program where students of like interests live together in houses dedicated to a community-based or academic issue and organize events and campaigns for community education and social change.

- ⊗ Projects are rated via a rubric based on the University Learning Outcome for Community at the Advanced Level
- ⊗ Changes were made to the program in order to foster accountability according the results of rubric data gathered

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Engaged Citizenship Curriculum

In 2011, Simpson began implementing its new general education core

The Engaged Citizenship Curriculum (ECC) is based on

Areas of Engagement

Embedded Skills

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Experiential Learning Courses

Simpson College began developing Experiential Learning Courses

- ⊗ In recognition that learning occurs in and out of the classroom
- ⊗ Allowing students to complete ECC requirements via extracurricular and co-curricular activities
- ⊗ Based on Project-based Learning applied to co-curricular experiences

A Department of Experiential Learning has been formed with Director of General Education as Chair.

Experiential Learning Course Process

- ⊗ Begins with year-long experience of training from college-recognized leaders, such as
 - Community Advisors
 - Sexual Assault Response Advocates
 - Chapel Interns
- ⊗ Focuses on one or more embedded skills, such as
 - Collaborative Leadership
 - Oral Communication
 - Information Literacy
- ⊗ Other examples
 - Undergraduate research
 - Math Modeling Competition
 - Service projects

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Essential Studies

In 2007, the University of North Dakota approved its current general education program called **Essential Studies**

Learning Goals

- Thinking and Reasoning
- Communication
- Information Literacy
- Diversity

Each senior capstone is required to address two Learning Goals.

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Developing Senior-level Assessments

Strategy:

- Act as catalysts for process
- Shared governance in action
- Opportunity for creative problem-solving
- Use internal and external review

Challenges:

- Differences in student work products at senior-level
- Group versus Individual student products
- Degree of technical context of student products

Solution: Assessment Week

Assessment Week

- A specific week in the Spring semester
- Faculty of capstone courses solicit **voluntary** participation from students

Assessment Tasks

- Assessments are performance tasks developed by a faculty writing of mixed disciplinary expertise based on the Collegiate Learning Assessment (CLA) model
- Tasks need to be accessible and engaging to **all** senior-level students
- Each task is accompanied with a Document Library

Scoring the Assessments

- First, a day-long norming and group-scoring on sample works
- Then, actual scoring of assessments.
 - ⊗ At least two readers per paper
 - ⊗ About 125 student work products assessed each time
 - ⊗ Scoring recorded in real-time

Examples of Performance Tasks

For 2014-2015, the Performance Tasks focused on Quantitative Reasoning and Oral Communication.

Quantitative Reasoning: The student is given a post-graduate job offer with precise salary, benefits, etc. The student must determine whether to accept the job and explain why or why not.

Oral Communication: The student must provide an application for membership into a Task Force investigating the rising cost of college tuitions.

The development and use of these assessment seem to indicate the following vision of higher education.

- ⊗ All campus workers contribute to student learning
- ⊗ All campus experiences are learning experiences
- ⊗ All student performance and products provide evidence of learning